

## Sample Activity Planner



In Chapters 2 and 4, you learned that making and having a plan for program activities is key not only to smooth implementation but also to integration of youth development principles and intentionally supporting participants' engagement, learning, and development.

**Directions:** *This sample activity planner integrates all of the program delivery practices described in Chapter 4. Staff members can use this planner or modify as needed. We recommend that staff members complete the activity planner at least once for each activity. After trying the activity out, use the reflection questions to adapt and revise.*

### Logistics

1. Activity name:

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2. Staff member(s) and youth leader(s) facilitating the activity:

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3. Duration of activity (number of sessions/weeks/days/hours):

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4. Supplies/materials/space required:

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5. Ages/grades of participants:

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6. Number of participants:

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### Content Area (check all that apply, but circle the primary content area)

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|--|---|-----------------------------------|---|
| <input type="checkbox"/> Creative arts         | <input type="checkbox"/> Health and wellness          | <input type="checkbox"/> STEM     | <input type="checkbox"/> Personal and social skills |
| <input type="checkbox"/> Sports and recreation | <input type="checkbox"/> Service learning             | <input type="checkbox"/> Tutoring | <input type="checkbox"/> Homework help              |
| <input type="checkbox"/> Literacy              | <input type="checkbox"/> Other, please specify: _____ |                                   |   |

## Youth Development Principles

Briefly describe how you will structure the activity to intentionally incorporate core youth development principles.

- **Warm and Welcoming Environment** (e.g., icebreakers, welcomes, and introduction to both the activity and the participants):

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- **Supportive Relationships and Opportunities to Belong** (e.g., identity development and structuring of groups):

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- **Support Positive Behaviors:**

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- **Youth Choice** (e.g., choices within and across activities):

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- **Authentic Decision-Making:**

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- **Youth Leadership:**

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- **Time for Reflection:**

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*Describe if/how the activity intentionally supports the participants' academic learning:*

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*Is this activity linked to other activities? Which ones and how?*

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**Reflection**

*How did the activity go?*

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*What did you learn?*

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*What would you do in the future?*

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*Would you share this activity with other afterschool and expanded learning programs?*

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